DOCUMENT RESUME

ED 346 042 SP 033 780

AUTHOR Manthei, Judith
TITLE The Mentor Teacher as Leader: The Motives, Characteristics and Needs of Seventy-Three Experienced Teachers Who Seek a New Leadership Role.
PUB DATE 92
NOTE 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Elementary Education; Elementary School Teachers; Higher Education; *Individual Needs; *Inservice Teacher Education; *Leadership Training; Measures (Individuals); *Mentors; Middle Schools; Teacher Attitudes; Teacher Characteristics; *Teacher Motivation; *Teacher Role; Teaching Experience
IDENTIFIERS Massachusetts; *Wheelock College MA

ABSTRACT

The data presented in this paper were collected from 73 early childhood, elementary, and middle school teachers who were among the first teachers to prepare for formal mentor teacher leadership roles in Massachusetts. These teachers were enrolled in a graduate mentor teacher preparation course at Wheelock College (Massachusetts). The Inventory is divided into two major sections. Section 1 includes five categories of information that reflect the topics addressed in the mentor preparation course: Personal Motivation for Becoming a Mentor; Personal Traits and Qualities; Areas of Knowledge and Skill as a Classroom Teacher; Areas of Knowledge and Skill as a Mentor Teacher; and Knowledge of Organizational Issues. Section 2 of the inventory helps teachers formulate individual action plans to address the areas of need indicated in Section 1. The findings indicate that teachers are motivated to prepare for new formal mentor teacher roles primarily because they seek an avenue for their own professional growth and stimulation; helping novice teachers is a secondary motivating factor. In addition, this research indicates that most of the aspiring mentor teachers want, but after several years of successful teaching do not possess, the knowledge and skills to create and/or assume new teacher leadership roles. Implications of the study are discussed and a new master's degree which includes a Teacher as Leader program is described briefly. The appendixes contain the inventories used for data collection. (IAH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED346042

THE MENTOR TEACHER AS LEADER: The Motives, Characteristics and Needs of Seventy-Three Experienced Teachers Who Seek A New Leadership Role

Paper Presented at the 1992 AERA Conference in San Francisco

BY

JUDITH MANTHEI, EdD

Wheelock College Graduate School

1992

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J Manthei

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SP033780

BEST COPY AVAILABLE

THE MENTOR TEACHER AS LEADER: THE MOTIVES, CHARACTERISTICS AND NEEDS OF SEVENTY-THREE EXPERIENCED TEACHERS WHO SEEK A NEW LEADERSHIP ROLE

By Judith Manthei, EdD
Wheelock College Graduate School
Boston, MA

INTRODUCTION

The first step that many experienced classroom teachers take to acquire a new leadership role without leaving the classroom is to become a mentor teacher. This is not surprising because mentoring provides a natural opportunity for them to use their acquired classroom knowledge and skill to help a novice teacher enter the profession. However, the research findings presented in this paper will show that teachers are motivated to prepare for new formal mentor teacher leadership roles primarily because they seek an avenue for their own professional growth and stimulation and that helping novice teachers is a secondary motivating factor. Furthermore, this research indicates that most of the aspiring mentor teachers want, but after years of successful teaching do not possess, the knowledge and skills to create and/or assume new teacher leadership roles.

Pre-service and in-service programs have not prepared teachers for leadership roles outside the classroom (Goodlad, 1991), nor are schools structured to encourage teacher leadership. Thus, without leadership skills or access to leadership positions the teachers remain in helping roles. They rarely become leaders with a voice and vote in organizational decision making (Moore-Johnson, 1990) or assert themselves as change agents who restructure schools or teacher preparation programs.

The data presented in this paper were collected from seventy-three early childhood, elementary and middle school teachers who were among the first teachers to prepare for formal mentor teacher leadership roles in Massachusetts. The motivations, characteristics and leadership needs of these teachers will be examined. This paper also includes a brief discussion of how Wheelock College in Boston has responded to the interests and needs of the mentor teachers by creating a Teacher as Leader graduate degree program.

CONTEXT

Current national and local reforms in teacher education are prompting changes in the structure of professional roles. One important result of these changes is that mentor teachers are assuming more responsibility for the preparation and induction of new teachers (Thies-Sprinthall, 1986). This shift to formal mentoring roles represents public acknowledgment and respect for the expertise of effective, experienced teachers.

Formal mentor teacher programs are created for several purposes. First, they provide the novice teacher with valuable information, guidance and support. An important part of the support is helping a novice teacher clarify and maintain her/his vision during the first years of teaching (Featherstone, 1988). Mentoring also provides new avenues of professional growth and leadership for the experienced teacher (Little, 1988). Furthermore, mentor programs can help reduce the amount of teacher isolation often found in schools because in the mentoring model teachers observe one another teach and reflect together on the teaching and learning process, thus they promote collegial interaction.

Mentor teachers are slated to play an important leadership role in the new teacher certification process in Massachusetts. The state is in the midst of changing from a one-tier permanent teacher certification process to a two-tier process that requires a provisional certificate prior to permanent certificate status. The

new requirements assume that teacher preparation is a developmental process that extends from the pre-service program through the initial years of teaching. The new requirements also assume that experienced teachers have developmental needs and will benefit from the opportunities for professional growth provided by formal mentoring leadership roles.

The preparation for a provisional certificate will include earning a college liberal arts major and the equivalent of an education minor. The new regulations state that once the provisionally certified teacher is hired, an experienced teacher within the school system is appointed as her/his mentor teacher. The provisionally certified teacher can apply for a permanent certificate after completing at least one year of full-time teaching responsibility while working with a mentor teacher and after earning a clinical master's degree in education. Therefore, the mentor teacher and the clinical master's graduate program share the responsibility of assisting and supporting novice teachers and providing the remainder of their teacher preparation program. Thus, the mentor teacher has been given a crucial role in the preparation and induction of new teachers.

DATA COLLECTION

The certification changes in Massachusetts were announced in 1987 by the Commissioner of Education and Chancellor of Higher Education. Subsequently, Wheelock College faculty members and administrators served on many of the state task forces that were recommending policies and guidelines for implementing the new certification process by 1992 (later changed to 1994). Simultaneously, the college was developing new courses and pilot programs to prepare for the implementation of the new certification process.

As part of these preliminary efforts, Wheelock sponsored a one week summer institute to discuss the role of the mentor teacher. Eleven public school teachers, five school principals, one curriculum

specialist and one state agency director met with four Wheelock faculty members to study, discuss and then define what information and skills were essential to effective mentoring. The participants represented a variety of public school sites and sizes, as well as diverse racial and ethnic backrounds. The findings from the institute helped shape the guidelines for mentoring adopted by the state and influenced the design of the first mentor teacher preparation course that was offered for graduate credit in Massachusetts during the summer of 1989, on the Wheelock College campus. It continues to be an annual graduate course for experienced practitioners.

The research data presented in this paper were collected during Wheelock College graduate mentor teacher preparation courses. The mentor teacher preparation course enrolls approximately twenty-five experienced early childhood, elementary and middle school practitioners each time it is offered. Topics in the course include: adult development; the vision, principles and responsibilities of mentoring; observation and recording skills; communication and reflective conferencing skills; school culture; organizational change; and current research and information about curriculum. The course is interactive and experimental. A multicultural perspective is infused throughout the course. Simulations, videos, case studies, journals and cooperative learning strategies are employed as means of integrating theory and practice. College and public school practitioners co-teach the course.

The mentor course develops a common vocabulary for discussing mentoring, clarifies the meaning and responsibilities of mentoring, and provides initial practice with mentoring skills. Based on this shared knowledge, the teachers complete The Mentor Teacher Preparation Inventory and Guide for Planning and Action (hereafter referred to as the Inventory) on the final day of the course. The Inventory helps the teachers summarize their areas of competence and need as aspiring mentors. The summary serves as the basis for determining the direction of their individual plans to acquire the

additional information and/or skills they may need to be effective in their new leadership role of mentor teacher.

The data were collected by using five Likert-type scales in Section One of the Inventory. After completing the Inventory, each teacher submitted a carbon copy of her/his responses. Seventy-one percent of the data were collected from the participants in two summer mentor preparation courses on the Wheelock campus. The remaining twenty-nine percent of the data were collected from teachers who took the mentor preparation course when their large urban system requested that the course be offered on site. Approximately 85% of the total number of teachers in the sample were female and 40% were persons of color.

In summary, the data were collected from seventy-three experienced early childhood, elementary and middle school teachers. All of the teachers in the sample were enrolled in the graduate course for mentor teacher preparation offered by Wheelock College. All of the teachers demonstrated individual initiative when they sought to be the first formal mentor teachers in Massachusetts. Furthermore, they all pursued the mentor teacher role before the state officially required it and before their individual school sites had worked out the logistics and support for mentoring.

RESEARCH INSTRUMENT

The Inventory is divided into two major sections. Section One includes five categories of information that reflect the topics addressed in the mentor preparation course: Personal Motivation for Becoming a Mentor; Personal Traits and Qualities; Areas of Knowledge and Skill as a Mentor Teacher; Knowledge of Organizational Issues. The first two categories help guide the teachers' reflections on their reasons for choosing to pursue mentor preparation and the personal traits and qualities they bring to mentoring. The last three categories help teachers determine what

areas of knowledge and skill they may need to acquire in order to become effective mentors.

Under each of the five categories named above there are between 11 and 27 descriptors as well as spaces for the teacher to name additional descriptors. The teachers rank each descriptor on a Likert-type scale of 1 through 5. A 1 ranking indicates the descriptor that best represents the teacher. A 5 ranking represents the teacher least. Only the 1 and 2 rankings from the Likert-type scale of 1 through 5 were used to compile the findings reported in this paper.

The Inventory was designed primarily to help the teachers reflect, summarize and plan on the final day of the mentor preparation course. Teachers report that the Inventory helps them make the transition from the mentor course to their school systems and also guides their next professional steps; thus the primary goal of the Inventory has been achieved. The addition of carbon copy pages also allows for their self-descriptive rankings to be used as a basis for the research presented in this paper.

Section Two of the Inventory helps teachers formulate individual action plans to address the areas of need indicated in Section One. Teachers, according to their individual mentor teacher profiles and school sites, decide their next steps for mentor teacher preparation and/or support. The information from Section Two can provide valuable guidance for school systems and colleges that want to develop programs to meet the needs of teachers who aspire to become mentors. The research data presented in this paper concentrate only on the responses collected from Section One of the Inventory.

RESEARCH FINDINGS

First, a brief summary of the results of the Inventory will be presented for each of the five categories in Section One. The five

categories are: Personal Motivation for Becoming a Mentor; Personal Traits and Qualities; Areas of Knowledge and Skill as a Classroom Teacher; Areas of Knowledge and Skill as a Mentor Teacher; Knowledge of Organizational Issues. Second, general conclusions based on the research findings will be presented. Numerous topics and questions emerge from the data. However, for the purpose of this paper the focus is limited to presenting a general profile of seventy-three aspiring mentor teachers. The profile is based on the descriptors which received 1 and 2 rankings in the Inventory.

Category A: Motivation for Mentoring

The data from the Inventory clearly indicate that the most significant reasons for preparing for a mentor teacher leadership position are related to the teachers' own needs for professional growth and stimulation. The descriptor *Professional Growth* (A2) is ranked as a primary motivating factor by 94.5% of the teachers; *Professional Stimulation* (A7) follows closely at 93%.

A second cluster of motivation factors are related to the experienced teachers' wish to have responsibility for teacher preparation and the induction of new teachers. Both the descriptors *To Contribute Support and Information to New Teachers* (A17) and *To Help New Teachers Adjust* (A10) are cited as primary motivation factors by 84% of the teachers. *Preparation of New Teachers* (A8) follows closely at 82%. It is interesting to note that 67% of the teachers also cited *Improve Present Teacher Preparation Methods* (A9) and 63% cited *Change the Ways Teachers Enter the Profession* (A11) as primary motives for mentoring. Their concern for improving present teacher preparation and for changing the present ways of entering the profession indicates that these experienced teachers not only want to have responsibility for new teacher preparation and induction but they also want to change what exists.

In contrast to these highly ranked internal motivation factors, only 17.8% chose the external motivation factor *Request From an Administrator* (A5). Other least significant motivation factors are *To Gain Status Within the School or System* (A12) at 20.5% and *Financial Gain* (A18) at 27%. Overall, the internal motivational factors rank higher than the external motivational factors.

Note: The percentages presented throughout the paper are determined by using only the descriptors that receive rankings of 1 or 2 on a scale of 1 through 5. In most cases adding the ranking of 3 does not significantly change the overall results. However, in the motivation category there are three exceptions. *Collegial Opportunity* (A6) changes from 72% to 93% when the 3 rankings are included. Likewise, when 3 rankings are added to *Avenue for Teacher Empowerment* (A3) and *Improve Present Teacher Preparation Methods* (A9), both change to 84% from their original 71% and 67% respectively. The addition of these three descriptors reinforces the teachers' theme of wanting to change what exists.

See Appendix A

Category B: Personal Traits and Qualities

The personal descriptors that receive the highest rankings from most teachers appear to be linked to their professional identities rather than to general personality traits. The descriptor *Enjoy Learning As An Adult* (B3) is cited by 93% of the teachers as a primary distinguishing characteristic. The descriptors *Value the Teaching and Learning Process* (B2) and *Positive Vision as an Educator* (B1) are both reported by 91.7% of the teachers as primary personal qualities.

The personal attributes that receive the lowest rankings are *Abstract Thinker* (B19) and *Able to Tolerate Ambiguity* (B16). Both are chosen by only 47.9% of the teachers as strong personal qualities. The other personal trait descriptors chosen infrequently are *Prior Positive Leadership Experiences* (B4) at 52% and *Comfortable With*

Administrators (B5) at 58.9%. These lower ranked descriptors may indicate that in-service and pre-service programs, as well as the work site, do not promote experiences that enable teachers to develop in some areas that are basic to leadership.

See Appendix B

Category C: Knowledge and Skills As A Classroom Teacher

Categories A and B have primary descriptors that are common to at least 93% of the teachers. Beginning with Category C the percentage of agreement lessens with each successive category. In Category C the areas of classroom teaching expertise that all teachers rank highest for themselves do not reach 85%. The highest scoring areas are related to management issues rather than to subject matter or pedagogy. The descriptor chosen by the most teachers (84.9%) as an area of classroom teaching knowledge and skill is *Positive Discipline Strategies* (C2). The next highest ranking areas of classroom expertise are, *Small Group Learning* (C3g) with 83.5% and *Effective Classroom Organization* (C1) and *Individualization* (C3e), both with 82%.

Less than 50% of the teachers state they have significant expertise in *Teaching Computers* (C10j), 41%; *Ecology* (C10f), 46.5%; or *Global Awareness* (C10g), 47.9%. It would be interesting to examine current teacher preparation programs to see if these areas are receiving more attention than they may have when the experienced teachers were earning their certification. The diverse responses to the remaining descriptors suggest that in-service and graduate programs need to offer a wide range of professional development courses and opportunities for teachers to make choices according to their specific needs. This approach also respects the needs of adult learners (Knowles 1973).

An interesting juxtaposition of results occurs in the area of classroom discipline. Eighty-five percent of the teachers report

they demonstrate expertise with positive discipline strategies, yet only fifty-three percent state they have expertise with creative conflict resolution in the classroom. A closer examination of what these two descriptors mean to the teachers as well as what it is they actually use as discipline strategies is indicated.

Another area that warrants further study is the difference between *Celebration of Diversity* (C3i) at 80.8%, and *Multicultural Education* (C10k) at 57.5%. At least sixty percent of the teachers in the sample have urban classrooms with diverse student populations. It would be interesting to learn if they and the non-urban teachers varied in their responses. Likewise, it would be useful to learn how all of the teachers interpreted the two descriptors and why there is a significant difference in the percentages. Gathering more information about this issue is important both in terms of knowing the mentors' views and practices and in ascertaining their readiness to provide guidance and support for novice teachers who need vision, knowledge and skills for creating positive multicultural learning environments for all students.

See Appendix C

Category D: Knowledge and Skill as a Mentor Teacher

There are only eleven descriptors in the category of mentor teacher knowledge and skill and yet not one of them is chosen as an area of expertise by at least 75% of the teachers. The three descriptors that rank highest are related to the community, teaching and the school: *Understand the Culture of the Community Where I Teach* (D9) 73.9%; *Ability to Articulate Effective Teaching and Learning Concepts* (D11) 73.9%; *Understand My School Culture* (D8) 72.6%. The descriptors related to working with adults, or colleague consultation skills such as observing and recording in classrooms or reflective conferencing, are given 1 or 2 rankings by 45% or less of the teachers.

These rankings indicate that few experienced teachers have had the opportunity to learn how to work in peer observer/consultant roles with other teachers. The results might also indicate that most teachers have not had administrators or mentors who modeled these skills with them so there have not been opportunities to learn from on the job experiences. The fact that only 30% of the teachers can *Apply Adult Development and Learning Concepts* (D4) means they lack a theoretical perspective that would provide useful information about their own as well as their colleagues' issues, especially in the mentor-novice relationship.

See Appendix D

Category E: Knowledge of Organizational Issues

The results of Category E are divided into two parts because the teachers from the urban system had the course on site and already had applied and been through a mentor selection process whereas the summer groups were from systems that had not developed formal mentor programs or processes. Predictably, the descriptor given the most 1 and 2 rankings by the teachers who had the course on-site is *Knowing the System's Process for Selecting Mentors* (E1). The surprising fact is that only 71% of the teachers gave the descriptor a 1 or 2 ranking even though they had been through a selection process. Perhaps the others were indicating they did not know the criteria for their selection even though they knew the procedure for application and selection.

In contrast to the teachers who had already been selected as mentors, only 23% of the summer course teachers chose 1 or 2 rankings for *Knowing the System's Process for Selecting Mentors* (E1). This is consistent with the highest ranked descriptor (34.6%) *Actions Taken By the System to Develop a Mentor Program* (E18).

Even though the state legislature had passed new certification requirements that incorporated a formal mentor teacher component,

over 65% of the teachers from the summer courses apparently did not know if or what action their school systems had taken for developing a mentor preparation course . After the course they returned to their systems to find out whether or not any program was being developed. While 34.6% of the teachers said they knew whether any action was being taken, their response can not be interpreted as meaning action was actually being taken. Based on the teachers' comments during the mentor course, it is likely that many of them who state that they know whether any action has been taken would also say that no action has been taken in their systems.

In summary, the overall percentages in Category E for both groups of teachers are lower than any other category. One group, already selected to be mentors, report having more information than the other teachers about the organizational issues that are related to selection, funding and role definition. The remainder of the descriptors are given nearly the same low rankings by both groups. Less than 1% of either group knew anything about parent views of mentor programs.

One might speculate that school systems have not involved teachers or parents in discussions about the certification changes that allow hiring provisionally certified teachers with less pre-service preparation and the subsequent need for mentor teachers to assist them as they enter the profession.

See Appendix E and Appendix F

CONCLUSIONS

The teachers in this sample were among the first to pursue graduate preparation for the new formal mentor teacher leadership roles being created by the changes in the Massachusetts state teacher certification requirements. They clearly indicate that they are choosing to become mentors primarily because they seek an opportunity for professional growth and stimulation. They also want

to assume more responsibility for the preparation and induction of new teachers. External reasons for mentoring, such as financial gain or a request from an administrator, were the least influential motivators. Another motivating theme, that of changing and improving what exists, also emerges from the data.

The personal qualities that most teachers use to describe themselves are closely linked to their profession. These are teachers who have maintained a positive vision, value the teaching and learning process and enjoying learning as adults.

Overall, a picture emerges of a group of experienced teachers who value and are interested in their profession, display initiative, seek an avenue for professional growth and stimulation, and want new relationships with novice teachers when they enter the teaching profession. The teachers demonstrate enthusiasm and interest, perhaps even a developmental need, for increased leadership opportunities in their profession.

The teachers state that there are areas of classroom expertise they need to acquire, especially in the content areas, in order to be effective mentors. The subjects where the highest percentage report the least knowledge and skill are computers, ecology and global awareness. These are content areas of increasing importance in recent times and indicate the need for more in-service and/or graduate school learning opportunities about these topics. These aspiring mentor teachers are people who take initiative and therefore it is not surprising that they are on the forefront of reporting their own as well as what may also be the needs of other experienced teachers. Their candid self-evaluation demonstrates they can define their needs and are willing to address them.

The teachers' rankings of many of the descriptors are very high in agreement in categories A, B and C. These three categories elicit responses about how the teachers describe themselves as experienced classroom teachers. Categories D and E ask teachers

about their knowledge and skills related to working professionally with other teachers and within their school systems. In these latter two categories the overall rankings for all descriptors decreases significantly. Approximately fifty percent of the mentor preparation course time is spent addressing issues and skills related to these last two categories. Perhaps the scores would be even lower without the benefit of the mentor course or conversely, perhaps the course developed an awareness of how little they knew in these areas and consequently the lower rankings indicate a realization of what they need to learn to be effective mentors. In either case, the data clearly demonstrate that experienced teachers are not familiar with non-judgmental strategies for observing one another or talking about their teaching. Nor do they use adult development and learning concepts within their professional relationships.

Schools do not appear to provide information, practice or support for teachers to work together in professional ways that develop colleague consulting skills. If mentor teacher positions are to be a vital part of teacher preparation and support for novices and also to provide a means of professional growth and influence for experienced teachers, then it is essential that mentor teachers acquire the knowledge and skills to move from informal, out of the classroom helper roles to formal, in the classroom leadership roles.

Data from the fifth category (*Knowledge About Organizational Issues*) shows how little the experienced teachers know about their institutional structures and processes, even those related to the area of mentoring where they have expressed interest and shown initiative. Teachers are asked to provide democratic classrooms for their students while working in schools and systems that do not appear to provide democratic sites for the teachers. For example, only 23% of the teachers from the urban on-site mentor course and 13% from the summer mentor course know the process for making decisions in their systems. Without that knowledge it is unlikely that they can effectively participate in the decision-making process.

The fifth category was designed to help teachers define what information they might need to become involved in mentoring within their school systems. The overwhelming lack of information they report is indicative of how systems are organized and of how little preparation and support is given to teachers for participating in, never mind changing, their institutions. The hierarchical structure of schools works against multilevel access to policy debate and decision-making.

New formal mentor teacher leadership positions will require restructuring schools and roles for mentor and novice teachers to have time and support for working together and for acquiring the skills they may need in their new positions (Parker, 1990). Administrators, curriculum coordinators and teachers will need to design guidelines for supervision and evaluation responsibilities. The inclusion of unions and the support of parents represent two other constituencies that need to be included in planning and implementing mentor programs. If teachers are to have a voice in shaping these changes they need to understand organizational issues and participate in making the decisions (Wasley, 1991) that will change schools and their lives as professionals.

Prior studies have shown that the leadership role of the classroom teacher has been limited to a helping role (Moore-Johnson, 1990) without the opportunity to effect policy or to restructure schools. There have been few ways for them to be leaders while maintaining a primary identification with the classroom. In addition to working in school structures that limit teacher leadership, the research presented here indicates that teachers do not acquire information or support for learning institutional leadership skills. Knowledge about organizational theory, policy-making and change agent behavior is not included in their pre-service or in-service programs.

In summary, the experienced teachers from this sample demonstrate the internal motivation and initiative required for leadership (Deci,

Ryan, 1985). They are the first to admit they lack some of the knowledge and skills needed to move into leadership roles with their colleagues or to shape change within their institutions. Descriptors such as being articulate or comfortable with administrators, having prior positive leadership experience, being able to think abstractly or to tolerate ambiguity are all ranked at the bottom of the teachers' list of competencies. Peer observation and consultation skills are not part of the repertoire of most of the experienced teachers. Knowledge and skills for understanding and changing their institutions are ranked low.

IMPLICATIONS

Mentoring provides a way for experienced teachers to satisfy their need for professional growth and stimulation and it also gives them an opportunity to contribute to their profession. Teachers who seek formal mentor teacher leadership roles need preparation in order to acquire the knowledge and skills that will allow them to be successful in their new role. Experienced teachers also need on-going support as they move into formal mentor positions. Workshops and courses prior to assuming mentoring roles are useful but are not enough to sustain new behaviors (NCRTL, 1992). Mentors should not be asked to work in isolation. Their need for support as they develop and use new skills is as real as the support needed for new teachers as they develop their classroom teaching skills. To go forward without supporting both the novice and the mentor teacher is to perpetuate the status quo.

Skilled mentor teachers in new formal leadership roles will change the way new teachers are brought into the profession. Novice teachers will begin with less isolation and with the expectation that teachers observe and learn from one another, reflect together, and jointly define and solve problems. This change represents a dramatic departure from the present way most teachers enter the profession. Currently, new and experienced teachers usually work in isolation within their own classrooms and the only observing done is

by administrators for evaluative purposes. Mentoring relationships are generally informal and voluntary, dealing mainly with logistical issues and offering friendly support.

Obstacles to teacher leadership exist at all levels. Most pre-service, in-service and graduate programs for teachers have not prepared them for creating and/or assuming leadership roles. Schools remain structured as hierarchies that limit leadership positions for teachers who want to retain classroom teaching roles. Teachers usually have no voice or vote in shaping policy or making decisions in their school system. Thus, the creation of viable teacher leadership roles for classroom teachers depends on changing many components of the profession.

In this paper the formal mentor teacher role has been examined as an example of leadership that is becoming more available to experienced teachers. The data indicate the assets and needs of the first volunteers to seek formal mentor preparation in Massachusetts. The data also point to the reality that change is needed at all levels of the profession in order to create and support leadership opportunities for classroom teachers.

EPILOGUE

Wheelock College recently approved a new master's degree which includes a Teacher as Leader program. After reviewing the literature on mentoring and teacher leadership, teaching several mentor teacher courses, collecting the research presented in this paper, supporting mentor teachers as they assumed their new roles, and learning from colleagues about their experiences with mentoring and/or teacher leadership, I initiated the Teacher as Leader program. The outline for the new program was developed by an ad hoc group of Wheelock and public school faculty members.

It is clear to me that the changes we need in our profession require new visions, different practices and restructured institutions at all

levels. Practitioners in colleges and school systems need to confront both the constraints that exist in all levels of our educational institutions and the way individuals are prepared to work within them.

The new teacher leadership program is one of the arenas where the college can support change. Experienced teachers who enroll will have the opportunity to acquire knowledge and skills and have the support that will enable them to create and/or assume new leadership roles. The program will be for teachers who want to retain a primary identification with the classroom. Analytic thinking skills will be developed throughout the program. Organizational theory and change will be studied. Leadership experiences in the field will be designed. Theory and practice will be integrated in the coursework. Classroom teachers will design and teach courses at the college. The relationship between education, democracy and societal issues will be examined.

Collaboration within and between institutions proves to be difficult (Boles, Troen 1992). The hierarchies, traditions, power relationships, role boundaries, competition, and lack of support for change are barriers that are hard to overcome. We hope the new program will allow college and school practitioners to model a new level of collaboration as we jointly shape the program and learn from one another. We have common roots as classroom teachers and we share the common vision of changing educational institutions so they will become environments that value and support teacher leadership at all levels of the profession.

Schools reflect and shape our society. A multicultural democratic culture needs to have its educational institutions model democratic values and practices in order to maintain itself as a multicultural democracy. It is difficult for teachers to create democratic classrooms that value and empower all their students if they are working in sites and systems that do not value or support the empowerment of all teachers.

Appendix A

Category A: Motivation For Mentoring

94.50% PROFESSIONAL GROWTH OPPORTUNITY (A2)
93.00% PROFESSIONAL STIMULATION (A7)

84.90% CONTRIBUTE SUPPORT AND INFORMATION TO A NEW GENERATION OF TEACHERS (A17)
82.00% HELP NEW TEACHERS ADJUST (A10)
82.00% PREPARE NEW TEACHERS (A8)
80.80% ENHANCE MY OWN SENSE OF PROFESSIONAL IDENTITY (A16)
78.00% GENERAL WISH TO BE A MENTOR (A1)

72.60% COLLEGIAL OPPORTUNITY (A6)
71.00% AVENUE FOR TEACHER EMPOWERMENT (A3)
67.00% PROVIDE WHAT I WISH I HAD EXPERIENCED AS A NOVICE TEACHER (A15)
67.00% IMPROVE PRESENT TEACHER PREPARATION METHODS (A9)
63.00% CHANGE THE WAY NEW TEACHERS ENTER THE PROFESSION (A11)

52.00% CAREER LADDER STEP (A4)

31.50% REPEAT THE MENTORING HELP I RECEIVED AS A NOVICE TEACHER (A14)
31.50% COMPLY WITH NEW STATE MANDATES (A13)
27.00% FINANCIAL GAIN (A18)

20.50% GAIN STATUS WITHIN THE SCHOOL AND/OR SYSTEM (A12)
17.80% RESPONSE TO A REQUEST FROM AN ADMINISTRATOR (A5)

Appendix B

Category B: Personal Traits and Qualities

93.00% ENJOY LEARNING AS AN ADULT (B3)
91.70% POSITIVE VISION AS AN EDUCATOR (B1)
91.70% VALUE THE TEACHING/LEARNING PROCESS (B2)

89.00% VALUE SHARING IDEAS AND MATERIALS WITH COLLEAGUES (B8)
86.00% SENSITIVE (B17)
86.00% EMPATHETIC (B22)
84.90% PROBLEM SOLVER (B10)
83.50% ENTHUSIASTIC (B9)
83.50% REFLECTIVE (B11)
83.50% FLEXIBLE (B14)
83.50% RESPONSIBLE (B15)
83.50% SENSE OF HUMOR (B26)
83.50% PEOPLE ORIENTED (B27)

78.00% INNOVATIVE (B12)
78.00% PATIENT (B25)
75.30% PREFER COLLABORATIVE WORK (B7)
75.30% NURTURANT (B20)
72.60% ENABLER (B21)
71.20% CONFIDENT (B18)
71.00% ACTIVE LISTENER (B23)

65.70% ARTICULATE (B24)
61.60% POSITIVE EXPERIENCES WITH STUDENT TEACHERS (B6)
60.00% RISK TAKER (B13)

58.90% COMFORTABLE WITH ADMINISTRATORS (B5)
52.00% PRIOR POSITIVE LEADERSHIP EXPERIENCES (B4)
47.90% ABLE TO TOLERATE AMBIGUITY (B16)
47.90% ABSTRACT THINKER (B19)

Appendix C

Category C: Knowledge and Skills As A Classroom Teacher

84.90% POSITIVE DISCIPLINE STRATEGIES (C2)
83.50% SMALL GROUP LEARNING (C3g)
82.00% EFFECTIVE CLASSROOM ORGANIZATION (C1)
82.00% INDIVIDUALIZATION (C3e)

80.80% PROVIDE FOR DIVERSE DEVELOPMENTAL LEVELS (C3b)
80.80% CELEBRATE DIVERSITY OF STUDENTS (C3i)
80.80% POSITIVE PARENT/TEACHER COMMUNICATION (C4)
80.80% DEVELOPMENT OF CREATIVE AND CRITICAL THINKING SKILLS (C7)
79.50% WHOLE LANGUAGE APPROACH TO LITERACY (C10a)
78.00% PROVIDE FOR STUDENT CHOICE (C3h)

75.00% SKILL ACQUISITION WITHIN MEANINGFUL CONTENT (C5)
75.00% MATH MANIPULATIVES (C10c)
73.90% PROVIDE FOR DIVERSE LEARNING STYLES (C3a)
73.90% OPEN-ENDED QUESTION TECHNIQUES (C8)
71.00% PROVIDE FOR MULTIPLE FORMS OF INTELLIGENCE (C3c)
71.00% LEARNING CENTERS (C3d)
71.00% PROCESS WRITING (C10b)
68.40% INTEGRATED UNIT TEACHING (C10e)
64.30% MULTIPLE STUDENT EVALUATION STRATEGIES (C3f)

57.50% AWARENESS OF ENGLISH AS A SECOND LANGUAGE ISSUES (C6)
57.50% HANDS ON SCIENCE (C10d)
57.50% INTEGRATION OF THE ARTS (C10i)
57.50% MULTICULTURAL EDUCATION (C10k)
56.00% USE OF COOPERATIVE LEARNING GROUPS (C9)
53.40% CREATIVE CONFLICT RESOLUTION (C10h)

47.90% GLOBAL AWARENESS (C10g)
46.50% ECOLOGY (C10f)
41.00% COMPUTERS (C10j)

Appendix D

Category D: Knowledge and Skill as a Mentor Teacher

73.90% UNDERSTANDING THE CULTURE OF THE COMMUNITY WHERE I TEACH (D9)
73.90% ABILITY TO ARTICULATE EFFECTIVE TEACHING/LEARNING CONCEPTS (D11)
72.60% UNDERSTAND MY SCHOOL'S CULTURE (D8)
71.20% TEAM TEACHING ABILITY (D5)

67.00% TEACHING WELL WHILE BEING OBSERVED (D6)
65.70% WORKING WELL WITH ADULTS FROM DIFFERENT BACKGROUNDS (D10)

53.40% ACTIVE LISTENING AND RESPONDING (D1)

45.00% EFFECTIVE CLASSROOM OBSERVATION AND RECORDING STRATEGIES (D2)
43.80% TEACHING ADULTS WITH EASE (D7)
38.30% REFLECTIVE CONFERENCING (D3)
30.00% APPLICATION OF ADULT DEVELOPMENT AND LEARNING CONCEPTS (D4)

Appendix E

Category E: Knowledge of Organizational Issues- Summer Course Teachers

34.60% ACTIONS TAKEN BY THE SYSTEM TO DEVELOP A MENTOR PROGRAM (E18)
30.70% SUPPORT FOR INNOVATION (E16)
30.70% ADMINISTRATIVE SUPPORT FOR A MENTOR/NOVICE TEACHER PROGRAM (E17)

28.80% MENTOR'S ROLE IN THE EVALUATION PROCESS (E3)
28.80% IF THERE WILL BE FINANCIAL REWARDS FOR MENTORING (E5)
28.80% ROLE OF A CHANGE AGENT (E19)
26.90% IF MENTOR TEACHERS NEED A MASTER'S DEGREE TO MENTOR CLINICAL MASTER'S DEGREE CANDIDATES (E13)
23.00% PROCESS FOR SELECTING MENTORS (E1)
23.00% LENGTH OF TIME TO SERVE AS A MENTOR (E6)
21.00% IMPLICATIONS OF DIFFERENTIATED STAFFING IN MY SCHOOL (E20)

19.00% REQUIREMENTS FOR MENTOR TEACHER PREPARATION (E10)
19.00% WHO HAS THE RESPONSIBILITY FOR ORGANIZING AND MAINTAINING A MENTOR PROGRAM (E11)
17.00% PROCESS FOR MATCHING MENTORS AND MENTEES (E2)
17.00% HOW TIME WILL BE PROVIDED FOR THE MENTORING PROCESS (E4)
17.00% AVAILABLE ON-GOING SUPPORT FOR MENTORS (E12)
15.00% SYSTEM'S COLLABORATIVE EFFORTS WITH A COLLEGE (E8)
13.00% DECISION MAKING PROCESS IN THE SYSTEM (E15)

00.08% ROLE OF THE UNION (E9)
00.06% OPTIONS FOR"UNEMPLOYED" MENTORS (MORE MENTORS THAN NOVICES) (E7)
00.06% PARENT VIEWS ABOUT A MENTORING PROGRAM (E14)

Appendix F

Category E: Knowledge of Organizational Issues- Urban Teachers

71.00% PROCESS FOR SELECTING MENTORS (E1)

57.00% IF THERE WILL BE FINANCIAL REWARDS FOR MENTORING (E5)
52.00% MENTOR'S ROLE IN THE EVALUATION PROCESS (E3)
47.60% WHO HAS THE RESPONSIBILITY FOR ORGANIZING AND MAINTAINING A MENTOR PROGRAM (E11)

42.80% LENGTH OF TIME TO SERVE AS A MENTOR (E6)
42.80% ROLE OF THE UNION (E9)
42.80% ACTIONS TAKEN BY THE SYSTEM TO DEVELOP A MENTOR PROGRAM (E18)
38.00% PROCESS FOR MATCHING MENTORS AND MENTEES (E2)
38.00% REQUIREMENTS FOR MENTOR TEACHER PREPARATION (E10)
38.00% AVAILABLE ON-GOING SUPPORT FOR MENTORS (E12)
38.00% SUPPORT FOR INNOVATION (E16)
38.00% ADMINISTRATIVE SUPPORT FOR A MENTOR/NOVICE TEACHER PROGRAM (E17)

33.00% SYSTEM'S COLLABORATIVE EFFORTS WITH A COLLEGE (E8)
33.00% IF MENTOR TEACHERS NEED A MASTER'S DEGREE TO MENTOR CLINICAL MASTER'S DEGREE CANDIDATES (E13)
33.00% ROLE OF A CHANGE AGENT (E19)
28.50% HOW TIME WILL BE PROVIDED FOR THE MENTORING PROCESS (E4)
23.80% DECISION MAKING PROCESS IN THE SYSTEM (E15)
23.80% IMPLICATIONS OF DIFFERENTIATED STAFFING IN MY SCHOOL (E20)
14.00% OPTIONS FOR"UNEMPLOYED" MENTORS (MORE MENTORS THAN NOVICES) (E7)

00.09% PARENT VIEWS ABOUT A MENTORING PROGRAM (E14)

REFERENCES

Boles, K., Troen, V. (1992). "Leadership from the Classroom: Women Teachers as a Key to School Reform." Paper prepared for AERA Conference.

Deci, E., Ryan, R. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior.* N. J.: Plenum Press.

Featherstone, H. (1988). "A Time To Learn: The First Year of Teaching." *National Center for Research on Teacher Education:* MI State Univ.

Goodlad, J. (1985). *A Place Called School.* New York: McGraw Hill.

Johnson, S. M. (1990) *Teachers At Work: Achieving Success in Our Schools.* New York: Basic Books, Inc.

Joint Taskforce on Teacher Preparation Document on Certification. (1988). Board of Regents of Higher Education: Commonwealth of MA.

Kamii, M., Harris-Sharples, S. (1988). *Mentors and New Teachers: Reshaping the Teaching Profession in MA.* Boston: Wheelock College.

Knowles, M. (1973). *The Adult Learner: A Neglected Species.* Houston: Gield Publishing Co., Inc.

Leithwood, K., Jantzi, D. (1991). "Transformational Leadership: How Principals Can Help Reform School Cultures." *School Effectiveness and School Improvement,* 1.3.

Lieberman, A. (1988). *Building a Professional Culture in Schools.* New York: Teachers College Press.

Little, J.W. (1988). "Assessing the Prospects for Teacher Leadership." In Lieberman, A. *Building a Professional Culture in Schools.*

Manthei, J. (1990). *Mentor Teacher Preparation Inventory and Guide For Planning and Action.* Boston: MA Field Center for Teaching & Learning.

National Center for Research on Teacher Learning. (1992). *Findings on Learning to Teach.* E. Lansing: Michigan State University.

Parker, M. (1990). *Adolescent Dancing and the Mentoring of Beginning Teachers.* NCRTE: Michigan State University.

Sarason, S. (1990). *The Predictable Failure of School Reform.* San Francisco: Jossey-Bass.

Thies-Sprinthall, L and N. (1987). "Experienced Teachers: Agents for Revitalization and Renewal as Mentors and Teacher Educators." *Journal of Education* 169.1. Boston University.

Wasley, P. (1991). *Teachers Who Lead: The Rhetoric of Reform and the Realities of Practice.* New York: Teachers College Press.